

**Lesson Plan**

**EVS II**

**Class-5**

**Term 1**

**Session 2026-2027**

## **Month April**

### **Number of teaching days required to complete the topic-23**

**Topic-** L-1 Landforms of the earth

L-2 Latitudes Longitudes

**Lesson1** Landforms of the earth

### **Number of teaching days required to**

**complete the topic: 10**

### **Learningoutcomes-**

- **Knowledgeobjective: -**  
Studentswillbeabletoknowwhatamapisandwhat we can see on a map.
- **Understandingobjective: -**  
Studentswillbeabletounderstandabout the different Physical divisions of India.
- **Applicationobjective: -**  
Studentswilllearn about the characteristics of the various Physical features and their importance.
- **Skillobjective: -**  
Studentswillbeabletomakea mapusingkeyand according to the scale.

### **Previousknowledgetesting: -**

Studentswillbeaskedthesequestions

- Name the Physical feature on which do you live.
- Name the highest mountain peak in the world.
- On which continent India is?

### **Teaching aids:-**

Mobilephone, board, chalk, duster, wall map, videos, photographs.

### **Pedagogical strategies**

The teacher will explain the meaning and concept of Physical feature of India. She will explain about Northern mountains, Northern plains, Great Indian desert, Peninsular plateau. The coastal plains and the islands with the help of Physical map of India.

Handson activity-

Experimental learning students will make a model of different landforms with the help of clay.

### **Art integration**

Students will collect pictures of the Northern plains and Thar desert paste them in the scrap book and will write paragraph about the life of people in the region.

### **Recapitulation:-**

Oral and written revision of the chapter will be done. Students will learn spellings of new words.

### **Resources using ICT-**

Text books, workbooks

[https://www.youtube.com/watch?v=QLhKCr\\_qTJU&ab\\_channel=PeekabooKidz](https://www.youtube.com/watch?v=QLhKCr_qTJU&ab_channel=PeekabooKidz)

### **Assessment items:-**

For better conceptual clarity and understanding, variety of assessments will be conducted. Revision assignments and practice worksheets will be given. Students will be told to find some landforms on the map.

### **Feedback and remedial teaching-**

Students will be told to read the chapter thoroughly. They will try to solve the exercises in workbook and write answers in their own words.

### **Inclusive practices and full participation**

- \* Hand on activity
- \* Group activity—Students will share their experience of different landforms where they have visited.

## **Lesson 2 (Latitudes and Longitudes)**

### **\*Learning outcome**

**Knowledge objective** – Students will be able define and differentiate between latitudes and longitudes. They will be able to identify the various latitudes and longitudes that are important.

**\*Understanding Objective** – Students will be able to explain the concept of latitudes and longitudes and how they help in finding a location on the globe.

**\*Application Objective** – Students will be able to apply their knowledge of latitudes and longitudes to locate different places on a world map.

**\*Skills Objective** -Students will develop the skills of using latitudes and longitudes to navigate and find locations on maps.

**\* Previous knowledge testing** - The teacher will begin the lesson by asking students some question to assess their prior knowledge.

2. What is a map?

3. How do we use maps to find direction?

4. What are the cardinal direction?

4 What is the difference between a map and globe?

**Teaching Aids -**

World Map

Globe

Chart showing parallels and meridians

Chalkboard and chalk.

Worksheets

Pedagogical Strategies – The teacher can start the lesson by showing a world map and asking students if they know how to locate places on it. This can be followed by a discussion on the need for systems to locate places accurately. The teacher can explain the concepts of latitude and longitude and how they help us in locating places on a map. The teacher can demonstrate how to locate places using latitudes and longitudes on world map and a globe. The teacher can have a discussion with students on the importance of latitudes and longitudes and they help us in our daily lives.

Hands on Activity - (Experiential learning)

The teacher can divide the students into groups and give each other group a world map. The students can be asked to locate different countries and cities using latitudes and longitudes.

Art Integration – The teacher can ask students to create a collage or a poster on the theme “Journey around the world using latitudes and longitudes “

Students will make a diagram of important latitudes with degree using art materials.

Interdisciplinary linkage and infusion of life skills - Link –

<http://youtube/CWUuVdF8ohY>

The lesson can be linked to history, as the concept of latitude and longitude was developed by ancient Greek astronomers. The lesson can also be linked to Mathematics as it involves the use of coordinates and angles. The lesson can help students develop skills such as critical thinking, problem solving and spatial awareness.

Recapitulation-

The teacher can summarize the key points of the lesson and ask students to repeat them.

Resources including ICJ -

The teacher can use videos and interactive maps to enhance the learning experience of students.

Assessment items - The teacher can assess the understanding of student's through written tests, quizzes and worksheets

Feedback and remedial teaching -The teacher can give feedback to students on their performance and provide remedial teaching to those who need it.

Inclusive Practices and full Participation-

The lesson can be made inclusive by using visual aids and providing opportunities for all students in the activities. The teacher can also modify the activities based on the learning needs of students with special needs.

**Month May**

**Number of teaching days required to complete the topic- 16**

**Topic-** L-3 Natural disasters

L-4 The frigid zone The land of snow

**Lesson 4** The frigid zone The land of snow

**Learning Outcomes-**

Knowledge objective – Students will be able to identify and describe the different climatic zones of the Earth and how they affect lives of people.

Understanding Objective – Students will be able to identify and the of clothing, food and shelter that are needed in different climatic zones.

Application Objective- Students will develop critical thinking and observational skills through experiential learning and develop strategies for adapting to changing climate.

Previous Knowledge Testing –

The teacher will ask students to share their prior knowledge of different climate zones

\*What is climate?

\*What is the impact of climate on the environment?

\*What is the impact of climate on to People lifestyle?

Learning Aids - \* Interactive blackboard / whiteboard

Power Point presentation

\* Pictures and diagrams depicting different climatic zones

\* Videos and Animations related to climate and environment:

\*Handouts and Worksheets

Pedagogical strategies - The teacher can use a combination of lecture, discussions and group activities to engage students to ask question and the

their own experiences of living in different

climates. Students will read a lesson and discuss their misconceptions and doubts with the teacher. Reading will be done by the students and different worlds will be

marked.

### Hands on Activity (Experiential Learning)-

Teacher will divide the students in a group and assign them different climatic zones to research.

The teacher can have students conduct experiments to observe the effects of temperature and humidity on plant growth.

### Month July

**Number of teaching days required to complete the topic- 16**

**Topic-** L-5 Exploring Rain forest and grass lands

L-6 Hot deserts

### **Lesson -5 Exploring Rain forest and grass lands**

#### **Learning Outcomes-**

Knowledge objective – Students will be able to identify and describe the different climatic zones of the Earth and how they affect lives of people.

Understanding Objective – Students will be able to identify and the of clothing, food and shelter that are needed in different climatic zones.

Application Objective- Students will develop critical thinking

and observational skills through experiential learning and develop strategies for adapting to changing climate.

#### Previous Knowledge Testing -

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- \*What is climate?

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#### Learning Aids - \* Interactive blackboard / whiteboard

Power Point presentation

- \* Pictures and diagrams depicting different climatic zones

- \* Videos and Animations related to climate and environment:

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Pedagogical strategies - The teacher can use a combination of lecture, discussions and group activities to engage students to ask question and the

their own experiences of living in different

climates. Students will read a lesson and discuss their misconceptions and doubts with the teacher. Reading will be done by the students and different worlds will be marked.

### Hands on Activity (Experiential Learning)-

Teacher will divide the students in a group and assign them different climatic zones to research.

The teacher can have students conduct experiments to observe the effects of temperature and humidity on plant growth.

Art Integration – To integrate art into the lesson, the teacher can have students create visual representation of different climatic zones such as drawings.

Interdisciplinary linkages and infusion of Life skills – The lesson can be linked to other subjects such as science, geography and social studies, to provide a more holistic understanding of the impact of climate on human population. Students can also develop life skills, such as problem solving and communication skills, as they work in groups.

Recapitulation – At the end of the lesson the teacher can review key concepts and ask students to summarize what they have learned. The teacher can also provide a review sheet or study guide to help students prepare for assessments.

Resources including ICT- The teacher can use variety of resources such as textbooks, websites and interactive software to provide students with additional information

and reinforce their understanding of key concepts.

Assessment items – To assess students written and oral tests will be taken. The teacher can use variety of assessment items such as MCQ, short answer and long answer etc. The students can also create presentation that demonstrate their understanding of how people adapt to different climatic zones.

Feedback and Remedial teaching – The teacher can provide feedback on students' performance and offer remedial teaching for students who need additional support.

The teacher can also provide opportunities to students to review and revise their work to improve their understanding of the topic.

Inclusive practices and Full participation – The teacher can create an inclusive learning environment by incorporating diverse perspectives and cultural experiences into the lessons.

**Month August**

**Number of teaching days required to complete the topic- 23**

**Topic – L-7 The Path to freedom**

**L-8 Elections – Governing Ourselves**

## **Lesson 7 The Path to freedom**

**\*Learning outcomes -**

Knowledge objectives – Students will be able to describe events and causes of revolt of 1857.

Understand objectives – Students will be able to understand the impact of the revolt on India's struggle for independence

Application objective – Students will be able to analyse the reason for the failure of revolt and its impact on Indian society and economy.

Skill objective – Students will be able to develop critical thinking skills and history analysis skills

Previous knowledge – The teacher can ask student about the previous knowledge they have on Indian history especially the British colonization. This can be done through a quick quiz or oral discussion.

Teaching Aids - \*Whiteboard and markers

\*Maps and charts

\*Video resources

\*Workshops and handouts

Pedagogical strategies- The teacher will use combination of lectures, discussion and group activities to engage students in the learning process. By dividing the students into small groups. The teacher will assign each group a different aspect of revolt to discuss.

Hand on Activity (Experiential Learning)- Students can be divided into groups and ask to create a short play or skit depicting the events of revolt. This can help to understand the sequence of events.

Arts Integration – Students will be ask to create a timeline related to the topic. This will help them to express their creativity and reinforce their understanding of the topic.

Interdisciplinary linkages and infusion of life skills- Link – [http ://you tube/2baFILIVVIE](http://you tube/2baFILIVVIE)

Link with language – Students can be ask to write short essays or stories based on the topic. This is also linked with mathematics and life skills as students can analyse the economic impact of revolt and its effect which can increase their critical thinking, empathy etc

Recapitulation – The teacher can summarize the points discuss in class and ask students to recall the key events and personalities related to revolt.

Resources related to ICT- The teacher can use videos and online resources to supplement the class discussion and provide additional information

for students to explore.

Assessment items - \*Quizzes, worksheets, oral presentation

\*Essays

\*Role plays

\*Oral and written revisions

\*Feedback and Remedial teaching – The teacher can provide feedback on students' performance and offer remedial teaching for students who need additional support.

Inclusive Practices and full participation- The teacher will ensure that all students are included in the lesson and provide accommodation for students with disabilities or different learning styles. The lesson will also promote collaboration and teamwork among students.

## Lesson-8 Elections – Governing Ourselves

### Learning outcomes

Knowledge objectives – By the end of the lesson students will be able to recall and describe the function of different levels of government in India

Understanding Objective – Students will be able to understand the importance of government in maintaining law and order, providing essential service to the citizens

Application objectives – Student will be able to analyse the role of government in their daily lives

Skills outcomes - Students will develop critical thinking by evaluating effectiveness of government policies and decision making

Previous knowledge testing – Teacher will ask the students about the government and heads of the village, towns and city

Teacher will ask the students to brainstorm different levels of government in India and their function

Teaching aids - \*Whiteboard

\*Markers

\*Handouts

\*Videos

\*Interactive online resources

Pedagogical strategies – Teacher will explain the structure and function of different level of government in India. Short videos clips will be shown to students to understand the complex concepts, such as separation of powers. The teacher will describe the chapter practically. He/she will divide the class into different groups and assign each group a different level of government to research and present their findings.

Teacher will engage students in discussion to clarify their doubts and misconception. Students will read the chapter and ask their quires and difficult words will be marked

Hand on Activity (Experiential learning)-Students will participate in experiential learning in which they will simulate a mock election. Students will form a political party, nominate a candidate and hold a campaign. The teacher will facilitate the process and assign different roles to students as a voters

Interdisciplinary linkage and infusion of life skills - Link –

<http://youtube/J4ON2K4Ks5g>

The lesson will be infused with life skills such as critical thinking, communication skills and teamwork.

The lesson will draw connection to other subjects such as history, civics, English, maths and life skills

Recapitulation – At the end of the lesson the teacher will summarize key concepts and reinforce learning objectives

Resources including ICT- The teacher will use different resources such as textbooks, websites, interactive software, short videos and online resources to supplement teaching materials. Teacher will provide additional information and reinforce their understanding of key concepts

Assessment items – To assess students oral tests will be taken. Teacher will include group presentation participation in the mock election and written reflection of importance of government in daily lives

Feedback and Remedial teaching –Teacher will provide timely feedback to students and offer remedial teaching to students who need support to improve their understanding of the topic

Inclusive practises and Full participation – The teacher will ensure all the students have equal opportunities to participate and will provide accommodation to students with special needs. The lesson will be designed to be inclusive of diverse backgrounds, cultural and learning styles

